**Choose Me! – 8th April, 2013**

**Effective strategies/ideas for teaching**

* Use Wordle for vocab. Learning, language patterns ec
* ‘Simon says’ for body parts
* Print and laminate student work to display in classroom, noticeboards
* Use target language as much as possible
* Use authentic resources such as TV5/Deutsche Welle
* Use lots of scaffolding – “little and often”
* Start and finish each lesson with a recap
* Listen to dialogues/cartoons and rearrange the segments(images/text) into correct order
* Students create manga cartoons (by hand or ICT) with language captions
* Compile study notes together with the students for effective test preparation
* Play lots of games to teach and consolidate numbers
* Use the French Film festival or restaurant as stimulus for a Unit of Work
* Students create their own songs or jingles or TV ads using vocabulary and new language structures. Record students.
* Students “teach” class a concept/new vocabulary/language structure
* Ask 2 students to write a role-play and then give it to different 2 students to perform
* Use kinaesthetic rhymes and popular songs for rote learning
* Teach dictionary skills early so that they become independent language learners
* Use ICT to teach language structures
* Brainstorming as a class and in pairs/groups – vocabulary/language structures/concepts
* Use online vocab games to consolidate vocabulary

**Effective strategies/ideas for providing feedback**

* Provide general feedback to class so that students do not feel targeted
* Use peer marking/evaluation for classwork/presentations etc
* Provide as much individual written feedback as possible
* Always give positive reinforcement
* For seniors, record the speaking assessment and provide immediate verbal feedback. Provide written back with written examples on how they could improve.
* Use feedback sheets for Years 7-8
* Use stickers
* Use google docs to provide feedback
* Use student self-evaluation
* Give clear instructions on how to improve
* Break the feedback down to : Vocabulary, grammar, pronunciation etc
* Immediate feedback after quizzes
* Use student unit evaluations- What I can do/What I find difficult/What I would like to spend extra time on etc
* Ask students for their comments on their results/feedback
* Have parents sign/comment on their child’s performance
* Marking criteria must be clear and understood by students
* Provide feedback on the positive aspects of the performance
* Provide a general whole class comment/feedback sheet as well as individual feedback for each formal assessment task
* Use *Socrativ* for instant, anonymous feedback
* Allowing students to guess their mark based on the feedback they have been given

**Effective strategies/ideas for assessing**

* Pre-test students at start of lesson on the vocabulary that will be used in the new unit
* Providing choice within assessment tasks
* Use ICT eg: students record and submit text/task
* Open-ended cultural research tasks more flexible to incorporate student interest
* Break assessment tasks into sections eg: webquest and journal entry
* Students to mark each other’s work
* Make speaking tasks more open –ended
* Use of clear marking criteria
* Marking guidelines provided with each assessment task and read through as a class
* Use a variety of tasks eg: individual, pair work, small group tasks, in class, research etc
* Use of continuous assessment eg: quizzes, worksheets, bookwork, in class role-plays etc
* Ensure a balance of assessment tasks across the skills
* Only asses what has been taught
* Use videos ‘starring’ students from around the school for a Yr 8 assessment task
* Video record role-plays and speeches so students can peer assess and watch themselves again
* Create a multi-media presentation using PowerPoint or Photostory on family, holidays etc
* Put the Yr 8 Listening task on the school portal to allow students to listen as many times as they like
* Give Yr7/8 students the precise questions for a speaking task to enable them to prepare
* Students make up the questions for a task and the teacher selects the questions to use
* Students write an ongoing diary
* The pre-listening task is the same as the listening task
* Provide students with a scaffolded dialogue to assist students performing in front of class